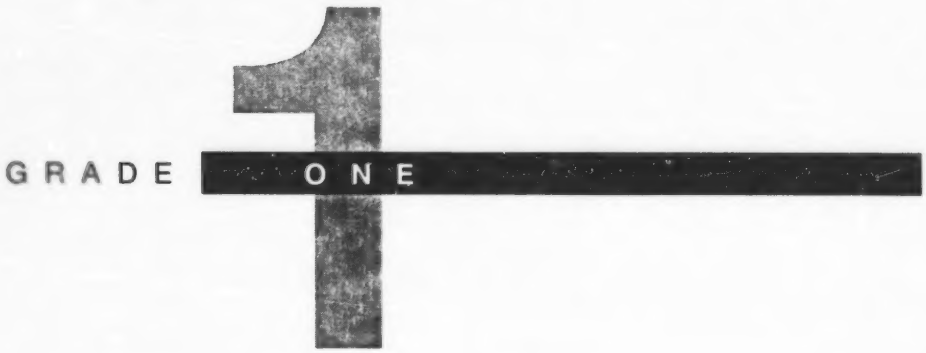
Curriculum Handbook *for* **Parents**

2000–2001

Catholic School Version



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Catholic School Version

GRADE 1

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Message from the
Minister of Learning

Alberta offers more schooling options than ever before. The opportunity for choice reflects our commitment to quality education—the solid foundation every child needs to learn, grow and succeed.

While students are at the centre of the education system, parents are vital partners. Your involvement in your child's education is critical to his or her success. To help your child succeed—you need to know what is being taught. This handbook is developed to provide you with that information. As well, I encourage you to continue working closely with your child's teacher who can provide you with invaluable information and guidance.

The *Curriculum Handbook for Parents* series is your guide to each stage of learning. It is an outline of what we expect our students to know at each grade level of their education. When you know what is expected at school, you can provide the home support your children need. By reading about what they are learning at school and discussing it at home, you are sending a very important message to your child—that you value education.

Alberta Learning revises curriculum in the core subject areas every eight to ten years. This ensures that course content remains current and relevant, and meets the needs of students preparing for their futures.

Education is a fundamental part of the Alberta Advantage, and government's goal is for Alberta to have the best-educated students in the world. We can accomplish this only one way—by working *together*. We are all partners in education—parents, teachers, trustees, administrators, community members—and we must work to address issues and help ensure Alberta students acquire the knowledge and skills they need for a successful future.

Our children are our future, and our most important investment.

Dr. Lyle Oberg
M.L.A. Strathmore-Brooks
Minister of Learning

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Dear Parents and Guardians:

On behalf of the Catholic Bishops of Alberta, I welcome this opportunity to affirm you in your role as parents in the education of your children and wish to express my appreciation to the Government of Alberta and Alberta Learning for this 'Curriculum Handbook for Parents'.

The Church has always recognized with confidence that you, parents, are the first and primary educators of your children, especially with regards to education in the faith. This is a noble, yet, challenging calling that is rightfully yours. Today, therefore, because of the many diverse pressures and influences on our children, your role is vital in working with our schools to continue to provide the best possible education for our children. To those of you who have entrusted your children to a Catholic school be assured that it is with great respect for these facts that we support you in your role. I encourage you to work closely with our Catholic schools by joining your local school councils or parent groups. Be a strong voice for the Catholic identity of schools. In this regard, you will share in a concrete and invaluable way in the central mission of the Church which is to proclaim Jesus and his Gospel in the world today and, in so doing, hand on our faith to our children.

I commend Alberta Learning for providing parents with this practical Curriculum Handbook. It is a clear presentation of what parents can expect of our Alberta schools, Public and Catholic, and by its very existence also acknowledges how important you are as parents in your children's education. In it, you will find a comprehensive presentation of the content and expectations of the Religious Education Program written and approved by the Canadian Conference of Catholic Bishops. It reflects the essential character of Catholic schools as communities of learning where as an old friend wrote, "... God, God's truth and God's life are integrated into the entire syllabus, curriculum and life of the school."

+Thomas Collins

Thomas Collins
Archbishop of Edmonton
President, Alberta Conference of Catholic Bishops

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Introduction to the Grade 1 Handbook

This handbook provides parents with information about the Grade 1 curriculum—the knowledge, skills and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 1 curriculum. It is based on the Alberta Learning *Program of Studies: Elementary Schools.* The handbook includes samples of what students are expected to learn in each subject. The complete curriculum for Grade 1 is available in all Alberta elementary schools.

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Introduction

TO THE ELEMENTARY SCHOOL CURRICULUM

Alberta Learning specifies what all students are expected to learn and be able to do. The curriculum is organized into separate subjects or course areas and is designed to enable teachers to make connections across subjects, and to develop programming that accommodates a range of student needs. We expect that teaching methods and schedules will vary from school to school and from class to class to meet the diverse learning needs of students.

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What Is Curriculum?

Curriculum describes what students are expected to learn. In Alberta, curriculum is developed by Alberta Learning and is described in documents called programs of study for elementary, junior high and senior high schools.

The curriculum specifies what all students in the province are expected to learn in each subject area at each grade level. It is developed by Alberta Learning in consultation with teachers, administrators, parents, representatives from post-secondary institutions, and professional and community groups.

Within the context of Catholic schools, the curriculum in all of its aspects—content, the teaching process, and the total school environment—reflect the values of faith, hope, charity, forgiveness and justice as found in the gospels and the message of Jesus Christ as understood by the Catholic Church.

Teachers are responsible for using the curriculum to plan their teaching activities and set appropriate levels of challenge according to students' learning needs and abilities. Teachers regularly assess student progress and report to parents, students and school administrators.

A document entitled *The Parent Advantage* provides tips and strategies to assist parents in helping their children at home with their school work. This resource is available for purchase from the Learning Resources Distributing Centre.

In Catholic schools, there are many opportunities for integrating gospel values and nurturing the presence of God in our midst within the curriculum. Teachers will determine where religious education and church teaching can be integrated with other subjects.

Achievement Tests

As well as being assessed by their teachers, students write provincial achievement tests in grades 3, 6 and 9. Grade 3 students write achievement tests in language arts and mathematics. Grades 6 and 9 students write achievement tests in language arts, social studies, mathematics and science. The results of these achievement tests are provided to school boards and schools. Parents may ask for their child's test results at their local school.

Information about provincial achievement testing in grades 3, 6 and 9 is provided in an Alberta Learning publication called *Parent Guide to Provincial Achievement Testing*. Individual guides for Grade 3 and for Grade 6 are available in elementary schools. The Grade 9 guide is available in junior high schools. The publications also may be obtained from Alberta Learning's Learner Assessment Branch.

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Special Needs

School boards are required to provide each resident student with an education program, including access to special education programs. If you think that your child may have special needs, talk to your child's teacher. *Partners During Changing Times* is an information booklet for parents of children with special needs. It provides a general overview of how you can be involved in the education of your children. This document is available on the Alberta Learning web site or by contacting the Special Programs Branch, Edmonton. An additional resource, *The Parent Advantage*, provides tips and strategies to assist parents in helping their children at home with their schoolwork. This resource is available for purchase from the Learning Resources Distributing Centre. As well, *A Handbook for Aboriginal Parents of Children with Special Needs* provides information to assist Aboriginal parents in working with schools to meet the special needs of their children. This resource is also available for purchase from the Learning Resources Distributing Centre.

English as a Second Language

Many children born in Canada have a first language other than English, and many students move here from non-English speaking countries. Schools provide additional assistance for English as a Second Language (ESL) students in grades 1 to 12. This helps them acquire sufficient fluency in English so they can integrate into the regular classroom as quickly as possible. If you think your child may have ESL needs, talk to your child's teacher.

Personal and Career Development

Preparing for life and work is a complex process that begins in the early years of schooling and continues throughout our lives. Alberta schools are taking an active role—along with parents and the community—in helping students move successfully from basic education to further studies and the workplace.

In the elementary grades, students explore their personal interests and values, and learn about different roles and career areas. They also begin to develop life skills, such as cooperating with others and being reliable.

Personal and career development activities and outcomes are integrated into all elementary courses and programs. In particular, the elementary health program focuses specifically on these topics.

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Religious Education

Religious education is an essential and integral part of the life and culture of a Catholic school. Through it, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Religious education shares the same goals and objectives set forth for all good education, that is, the growth and development of the whole person in all his or her dimensions—physical, intellectual, emotional, social and spiritual.

Religious education has four essential characteristics.

It is **Trinitarian**. It recognizes God as the creator of all things who gives us Jesus. It is Jesus who reveals God to us, and in turn reveals God's Spirit, through whom we understand our faith.

It is based on **Sacred Scripture** through which we hear the mystery of God revealed, the call to be in relationship with God and each other, and we learn how to pray.

It is based on the **life experience** of the students through which they are invited to discern signs of God in their daily lives.

It is presented within the tradition of the **Catholic faith community** which, based on Church teachings, sacramental and liturgical life, provides students with experiences of faith, prayer, love and justice.

With an awareness of the uniqueness of each student and a recognition that religious development takes place through a process of stages and within a community, it is expected that program presentation will vary from place to place to meet the diverse learning and religious formation needs of all students.

Religious Education Programs for elementary and junior high schools are authorized by the Bishop of the local diocese. Some school districts have developed supplementary resources and adapted the program to better meet local needs.

The Grade 1 Religious Education Program invites students to explore their belonging to God who is introduced as Father, Son and Holy Spirit. The students study what it means to belong to the tradition, faith and community of God's people—the Church. They are introduced to the Bible—God's written word—which identifies Jesus of Nazareth as the witness of God who shows us the way to God.

Students explore these themes through the study of 10 units:

Unit 1 **Welcome! You belong.**

In experiencing and celebrating belonging, the students identify with their friends and together discover that they belong to God and the Christian community. Each person is valued as belonging to God's family.

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Unit 2 — **Jesus welcomes us.**

The students reflect on Jesus as someone who loves children, tells us that we are his friends and experience him as a wonderful storyteller.

Unit 3 — **We hear the story of God through Jesus.**

The students explore the Bible as the treasured story of God which binds us together in the Christian family. They are invited to reflect on God through Jesus' story of the Good Shepherd, and see Jesus teach us how to pray. They visit our community church.

Unit 4 — **God dwells among us.**

The students are invited into the season of Advent with a sense of waiting and discover how God chose Mary to give us Jesus. They listen to the story of the Annunciation, learn the 'Hail Mary' and celebrate Advent.

Unit 5 — **I'll always be with you.**

In the stories of Christmas and Epiphany, the students explore how close God is to us and how God cares for each of us and for all of creation. They are invited to reflect on Jesus as our light and life.

Unit 6 — **Hallowed be your name.**

The students are invited to reflect that God calls each of us by name, and we call God by name. They look to Jesus who shows us how to talk to God and learn the 'Our Father'.

Unit 7 — **Your will be done.**

The students are invited to reflect on a meal as an experience of belonging where we share food, stories and ourselves. They see that Jesus shared meals with his friends and that he included everyone. They explore Lent as a time to live like Jesus and so prepare for Easter.

Unit 8 — **We belong to God's family.**

The students discuss how Jesus invites us to become more loving, and that it is difficult to love sometimes. They consider that in trying to love fully they will need to receive and give forgiveness. They learn the 'sign of the cross' which shows we belong and reminds us of Jesus' love for all people.

Unit 9 — **The Holy Spirit gathers us into God's circle of friends.**

The students are invited to reflect on Easter as the celebration of the Resurrection of Jesus and his new life. They consider that through baptism we share in the life of Jesus and celebrate our belonging to the family of God.

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Unit 10 **We are born of the Spirit.**

The students explore how the Holy Spirit is the life of God within us, and how through baptism we belong to one another and to God. They discuss how together we praise and thank God as part of the Christian family, the Church.

The school, through the Religious Education Program, complements parents in their role as primary and principal educators of their children. Home and family play a vitally important role in the faith development of children. Within the family, seeds of faith are planted. Family relationships and daily experiences are major factors in shaping a child's values, attitudes and Catholic identity. Regular religious practice and the application of classroom learning to daily life are critical parts of religious formation.

Prayer is an integral part of the Religious Education Program and of each school day since intimacy with God is the ultimate goal of Catechesis. Respecting the individual differences of children and our changing human needs, prayer is experienced in many different ways: silent reflection, guided imagery, scriptural prayer, song and formal community prayer. As we enter into prayer we give praise and thanks for God's loving presence, and call upon the Spirit to guide, nourish and empower our lives through Jesus Christ.

Teaching the sacraments occurs within each of the Religious Education Programs. Sacraments celebrate the presence of Christ in our lives. They are effective signs that make God's grace present to us in love, healing and the transformation of our lives. Eucharist and Reconciliation are an essential part of each child's religious formation and a necessary grounding for a mature faith. As with many basic themes, Eucharist and Reconciliation are introduced in Grade 1, but continue to be deepened and intensified in each year thereafter. Children who have not yet celebrated First Communion or First Reconciliation are always welcome to contact their parish to begin their immediate preparation for the sacraments.

The Religious Education Program interprets for the students what the Catechism of the Catholic Church teaches about our faith in a manner appropriate to the age and development of the students. Not everything in the Catechism is incorporated because, as the Catechism itself points out, what is taught must be adapted to the "differences of culture, age, spiritual maturity, and social and ecclesial conditions among all those to whom it is addressed" (#24). Specific excerpts are quoted at the end of each theme for the teacher to help root the contents and activities of the theme in Church tradition.

The Religious Education Program is structured around the church liturgical year. This enables students to live and express faith in an integrated way at school, at home and in the parish community.

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English Language Arts

Language is the basis of all communication. Language learning is an active process that begins at birth and continues throughout life. Children learn language as they use it to communicate their thoughts, feelings and experiences; establish relationships with family members and friends; and strive to make sense and order of their world. Responsibility for language learning is shared by students, parents, teachers and the community.

The aim of English language arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the language arts curriculum are integrated with other subject areas, including religious education, and reflect the Catholic identity of the school.

By the end of Grade 1, students are expected to:

- ***explore thoughts, ideas, feelings and experiences***

- make observations about activities, experiences with oral, print and other media texts
- experiment with different ways of exploring and developing stories, ideas and experiences
- choose to read and write for and with others
- listen and respond appropriately to experiences and feelings shared by others
- ask questions to get additional ideas and information on topics of interest

- ***comprehend and respond personally and critically to oral, print and other media texts***

- use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning
- use a variety of strategies, such as making predictions, rereading and reading on
- identify by sight some familiar words from favourite print texts
- read aloud with some fluency and accuracy, after rehearsal
- self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge
- use word boundaries, capital letters, periods, question marks and exclamation marks to assist with constructing and confirming meaning during oral and silent reading
- use phonic knowledge and skills to read unfamiliar words in context
- associate sounds with letters and some letter clusters
- use personal word books, print texts and environmental print to assist with writing

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- participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres
- remember and retell familiar stories and rhymes
- relate aspects of stories and characters to personal feelings and experiences
- tell or represent the beginning, middle and end of stories
- experiment with repetition, rhyme and rhythm to create effects in own oral, print and other media texts
- distinguish differences in the ways various oral, print and other media texts are organized
- tell what characters do or what happens to them in a variety of oral, print and other media texts
- generate and contribute ideas for individual or group oral, print and other media texts
- write, represent and tell brief narratives about own ideas and experiences

◆ ***manage ideas and information***

- connect information from oral, print and other media texts to topics of study
- follow spoken directions for gathering ideas and information
- use questions to find specific information in oral, print and other media texts
- list related ideas and information on a topic, and make statements to accompany pictures
- represent and explain key facts and ideas in own words
- answer questions directly related to texts

◆ ***enhance the clarity and artistry of communication***

- rephrase by adding or deleting words, ideas or information to make better sense
- print letters legibly from left to right, using lines on a page as a guide
- explore and use the keyboard to produce text
- identify and use an increasing number of words and phrases related to personal interests and topics of study
- write simple statements, demonstrating awareness of capital letters and periods
- use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing
- know that words have conventionally accepted spellings
- present ideas and information to a familiar audience, and respond to questions
- add such details as labels, captions and pictures to oral, print and other media texts

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- ◆ ***respect, support and collaborate with others***
- talk about other times, places and people after exploring oral, print and other media texts from various communities
- share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments
- work in partnerships and groups
- take turns sharing ideas and information.

Language Arts in Language Programs (Immersion and Bilingual)

In addition to studying the English language arts, students registered in an immersion or a bilingual program follow a language arts course in the target language; e.g., French, Ukrainian, German. In these programs, this target language is also used as the language of instruction in other subject areas, such as mathematics, science, social studies.

Mathematics

Mathematics is a common human activity, increasing in importance in a rapidly advancing, technological society. A greater proficiency in using mathematics increases the opportunities available to individuals. Students need to become mathematically literate in order to explore problem-solving situations.

At all levels, students benefit from working with appropriate materials, tools and contexts when constructing personal meaning about new mathematical ideas.

The main goals of mathematics education are to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

As students acquire the specified outcomes, they will also be expected to use the following seven mathematical processes:

Communication
Connections
Estimation and Mental Mathematics
Problem Solving
Reasoning
Technology
Visualization.

The mathematics content is organized into four strands:

Number
Patterns and Relations
Shape and Space
Statistics and Probability.

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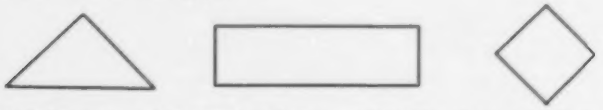
Number

By the end of Grade 1, students will:

- Recognize and apply whole numbers from 0 to 100, and explore halves, in familiar settings.

Sample Student Tasks

- Here is a large set of objects to count.
  - How many objects do you think there are?
  - Count them.
  - Count by 2s to make a set of 28.
  - Count by 5s to build a set of 25.
  - I've counted out 37 chips already. Finish the counting of a set of 50 for me.
  - Order and compare the three piles of objects from least to greatest.
- Cut out these shapes. Show me how to find one half. Colour one of the halves of each shape.



- Apply informal methods of addition and subtraction on whole numbers where the maximum sum is 18.

Sample Student Tasks

- Follow the directions given. Draw simple pictures to show what you did.
  - Show 6 things. Add 3 more.
  - How many in all? _____
  - Show 8 things. Take away 5.
  - How many are left? ____

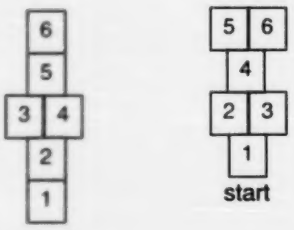
Patterns and Relations

By the end of Grade 1, students will:

- Identify, create and compare patterns arising from daily experiences in the classroom.

Sample Student Tasks

- Here are two hopscotch patterns that have been taped out in your classroom.
  - Compare the patterns.
  - Hop out the pattern (one foot down, two feet down).
  - Show the pattern, using snaps and claps.
  - What square(s) would come next in each pattern?
  - Make up your own hopscotch pattern.



- What patterns have you seen on your way to school?
  - . . . heard in our song about spring?
  - . . . seen on your clothes?
  - . . . seen on the floor in the school?

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Shape and Space

By the end of Grade 1, students will:

- ◆ Estimate, measure and compare, using whole numbers and nonstandard units of measure.

Sample Student Tasks

- Would it be better to use paper clips or chalkboard erasers to measure the length of a table top? Why? What about the length of a book? Why?
- How many hand claps do you think it will take for you to complete:
  ...the tying of a bow in your shoelace?
  ...running around the gym?
  Check your estimates.
  Did you need more or fewer hand claps?
- Given a coin collection:
  Sort the coins according to their value.
  Name the types of coins found in each set. Tell me the value of each type of coin.
  Show how many pennies equal one dime or one nickel.
  I want to pay for a 10¢ toy. Show me on this chart three different ways to do it.

Dimes	Nickels	Pennies

- ◆ Explore and classify 3-dimensional objects and 2-dimensional shapes, according to their properties.

Sample Student Tasks

- Look at this solid.
  Describe it.
  Use molding clay to build a copy of the solid.

- ◆ Describe, orally, the relative position of 3-dimensional objects and 2-dimensional shapes.

Sample Student Tasks

- I spy an object with a circular face. It is near the back of the room. What can it be?

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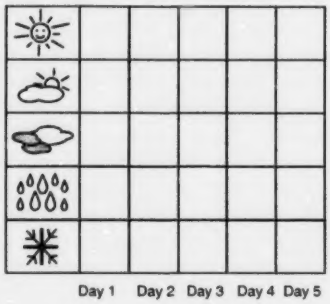
Statistics and Probability

By the end of Grade 1, students will:

- Collect, organize and describe, with guidance, data based on first-hand information.

Sample Student Tasks

- Keep track of the weather each morning by completing the chart.



- Describe concepts of chance and chance events, using ordinary vocabulary.

Sample Student Tasks

- Choose the card that belongs with these sentences. Explain your choice.

  I close my eyes when I go to sleep.
  I close my eyes when I play outside.
  The sun will set in the evening.
  There will be hot dogs for lunch.

Never	Sometimes	Always

Parent Document

The booklet *Working Together in Mathematics Education* provides an overview of the new mathematics curriculum and shows some of the knowledge, skills and attitudes students are expected to learn. It presents some ways parents and others can support student learning in mathematics.

Working Together . . . is available for purchase from the Learning Resources Distributing Centre. This booklet is also available for viewing and downloading from the Alberta Learning web site.

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Science

Learning about science helps students to understand and interpret the world around them. The purpose of the program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings, and by building a foundation of experience and understanding upon which later learning can be based.

Skill and Attitude Outcomes

In elementary science, students develop their skills of inquiry and problem solving. In science inquiry, the focus is on asking questions, exploring materials and finding answers based on evidence. In problem solving, the focus is on practical tasks—finding ways of making and doing things to meet a specific need, using available materials.

In a Catholic school, students are invited to consider how issues of stewardship, morals, ethics and Catholic teaching can be integrated appropriately into the science curriculum.

By the end of Grade 1, students are expected to:

- describe materials and objects that have been observed and manipulated, and identify what was done and found out
- construct, with guidance, an object that achieves a given purpose, using materials that are provided.

The science program also plays a role in the development of student attitudes. At all levels of the elementary science program, students are expected to demonstrate positive attitudes toward the study of science and the application of science in responsible ways.

Science topics studied in Grade 1.

Creating Colour

Students explore coloured materials, learning about different colours, how they are created, what happens when they are mixed and how they can be transferred from one material to another. Students learn to distinguish and describe colours and work with a variety of materials to create, modify and apply colours. In the process, students learn that different materials have particular properties and that the properties and interactions of materials have to be taken into account when they are used for a specific purpose.

By the end of Grade 1, students are expected to:

- identify and evaluate methods for creating colour and for applying colours to different materials.

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Seasonal Changes

Students learn that changes in their environment occur in a regular pattern known as the seasons. They explore weather change, and how the ups and downs of weather affect their own lives. Looking beyond themselves and beyond the immediate weather, students are guided to discover that there are larger patterns of change that affect the life habits of many living things. The interactions among different parts of the environment, and the recurrence of change as part of a cycle, are important science ideas that are introduced in this topic.

By the end of Grade 1, students are expected to:

- describe seasonal changes, and interpret the effects of seasonal changes on living things.

Building Things

Students learn about materials by using them to construct a variety of objects, including model buildings, toys, boats and vehicles. Students select materials to use and gain experience as they cut and shape, fold, pile materials on top of one another, join parts, and try different techniques to achieve the result that they intended. In the process, they learn to look at objects that are similar to what they are trying to construct and, with guidance, begin to recognize the component parts that make up the whole.

By the end of Grade 1, students are expected to:

- construct objects and models of objects, using a variety of different materials
- compare components in their own constructed objects or models with those of others.

Senses

Students develop an awareness of their own senses and how they are used. They learn that each of their senses provides information about particular aspects of our environment; and that, together, the senses enable us to know things and do things that we would not otherwise be able to do, or at least not as easily. Students learn about the function of their senses, how they are cared for, how they could be damaged and how one's own ability to sense things may differ from those of other people and other living things. Through this topic, students learn to sharpen the use of their senses and describe as accurately as possible the information that their senses provide.

By the end of Grade 1, students are expected to:

- use the senses to make general and specific observations, and communicate observations orally and by producing captioned pictures
- describe the role of the human senses and the senses of other living things, in enabling perception and action.

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Needs of Animals and Plants

Students learn about living things and what they need to live and grow. By studying a variety of living things, students become familiar with similarities and differences and develop skills for describing and classifying what they see. As the topic progresses, attention is focused on how living things survive, what they need and how their needs are met. Through the topic, students become aware that groups of living things have some common needs and that different animals and plants meet those needs in different ways. Students also learn about their own responsibility in caring for living things.

By the end of Grade 1, students are expected to:

- describe some common living things, and identify needs of those living things.

Social Studies

In social studies, students develop the knowledge, skills and positive attitudes they need to be responsible citizens and contributing members of society. Students learn to acquire and evaluate information and ideas. They learn to interact with others and develop understanding and respect for people in their school, their family and their community. The focus of the Grade 1 social studies program is on students as participating members of their school and of their family. As well, students learn about Canada as a multicultural society.

In a Catholic school, students are invited to consider how issues of social justice, the contribution of the Church to community (locally and globally), and Church teaching can be integrated appropriately into the social studies curriculum.

Three topics are identified for Grade 1.

My School

Students learn about being participating members of the classroom and school. Roles and responsibilities of the student and other individuals within a school and their relationships should be examined in this study. The intent of the unit is to help students recognize that they are an integral part of their school and that their contributions are important.

By the end of Grade 1, students are expected to:

- understand that the school, and each room in the school, has a purpose
- understand that each member in the school has special responsibilities
- understand that the school has rules
- understand that people in the school cooperate with each other
- understand that respect for people in the school is important
- acquire information about people through viewing and listening
- use simple maps to locate specific areas within the school and the school within the community
- predict distances
- generate rules needed in the classroom
- take turns in discussions willingly

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- express ideas orally and with pictures
- develop pride in the school
- develop respect for others in school.

My Family

Students learn about the roles and responsibilities of family members. The major focus of this unit is the importance of cooperation and shared responsibilities. The intent of the study is to help students recognize that they are an integral part of their family unit and that their contributions are important. The students will also recognize the importance of the contributions made by other family members.

By the end of Grade 1, students are expected to:

- develop acceptance of a variety of family structures, including one's own family
- understand that family members have different responsibilities
- understand that the responsibilities of family members may change
- understand that family members solve problems in different ways
- categorize pictures, facts or events related to the family as similar, different, related or unrelated
- compare and draw conclusions about different types of families
- role play the dilemma others may face while handling family responsibilities
- participate cooperatively in group work.

Other Canadian Families

Students are introduced to Canada as a multicultural society. The common elements of family life will be explored as well as the traditions of families. The families studied should be chosen according to the interests and backgrounds of the students. Traditions of Canadian families should be examined by focusing on several of the following: language, food, clothing, special days, celebrations, music, crafts and recreation. The intent of the study is to help students recognize the similarities and uniqueness of Canadian families, and to help them view the similarities and the differences as positive aspects of a multicultural society.

By the end of Grade 1, students are expected to:

- understand that families keep traditions that have been passed down from their parents and grandparents
- understand that Canada is made up of families who have common traditions and traditions special to themselves
- understand that respect for traditions held by Canadian families is important
- gather information by surveying family members
- make a chart to compare traditions of Canadian families
- recognize the globe as a model of the earth
- identify and locate their community on a map
- draw conclusions about traditions held by Canadian families
- plan and carry out an action aimed at sharing a family tradition with others.

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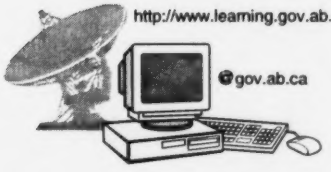
French Immersion

Students learning in a language that is not their first language need to spend time on second language development before moving into learning content. In order to accommodate this extra time requirement, the content of the social studies French immersion program has been reduced. Grade 1 students study two topics rather than three—*My School* and *My Family*. The immersion program includes the same process skills as the English language program—locating, organizing, interpreting, analyzing, synthesizing and evaluating information; and mapping skills. With the exception of "customs," the program also includes the same concepts—school, responsibilities, rules, cooperation, respect, family and change.

Information and Communication Technology (ICT)



The ICT curriculum provides a broad perspective on the nature of technology, how to use and apply a variety of technologies, and the impact of ICT on self and society. Students in Kindergarten through Grade 12 will be encouraged to grapple with the complexities, as well as the advantages and disadvantages, of technologies in our lives and workplaces.

Technology is about the way things are done; the processes, tools and techniques that alter human activity. ICT is about the new ways in which we can communicate, inquire, make decisions, manage information and solve problems.

The ICT curriculum is not intended to stand alone as a course, but rather to become a part of core courses and programs.

The ICT curriculum will be implemented in all schools in Alberta over a three-year period, starting September 2000 through to June 2003.

General and Specific Outcomes

General outcomes for the ICT curriculum are statements that identify what students are expected to know and be able to do and value by the end of grades 1–3, 4–6, 7–9 and 10–12. There is a progressive sequence of skill development throughout the grades. Specific outcomes expand on the general outcomes and state in more detail what students are expected to learn. ICT outcomes are organized into three main categories, as shown in the charts below. For each category, all the general outcomes themselves also are listed.

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Communicating, Inquiring, Decision Making and Problem Solving
C1 Students will access, use and communicate information from a variety of technologies.
C2 Students will seek alternative viewpoints, using information technologies.
C3 Students will critically assess information accessed through the use of a variety of technologies.
C4 Students will use organizational processes and tools to manage inquiry.
C5 Students will use technology to aid collaboration during inquiry.
C6 Students will use technology to investigate and/or solve problems.
C7 Students will use electronic research techniques to construct personal knowledge and meaning.

Foundational Operations, Knowledge and Concepts
F1 Students will demonstrate an understanding of the nature of technology.
F2 Students will understand the role of technology as it applies to self, work and society.
F3 Students will demonstrate a moral and ethical approach to the use of technology.
F4 Students will become discerning consumers of mass media and electronic information.
F5 Students will practise the concepts of ergonomics and safety when using technology.
F6 Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.

Processes for Productivity
P1 Students will compose, revise and edit text.
P2 Students will organize and manipulate data.
P3 Students will communicate through multimedia.
P4 Students will integrate various applications.
P5 Students will navigate and create hyperlinked resources.
P6 Students will use communication technology to interact with others.

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Examples of Specific Outcomes

By the end of Grade 3, students are expected to:

- access and retrieve appropriate information from electronic sources for a specific inquiry
- identify techniques and tools for communicating, storing, retrieving and selecting information
- create original text, using word processing software, to communicate.

The ICT curriculum, along with support documents, can be found on the Alberta Learning web site.

Physical Education

The physical education program emphasizes active living, with a focus on physical activity that is valued and integrated into daily life.

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

Four general outcomes form the basis of the K–12 curriculum. These are interrelated and interdependent. Each is to be achieved through participation in a variety of physical activities from the five dimensions outlined in general outcome A.

Each general outcome includes specific outcomes by grade, or by course name at the senior high school level. Specific outcomes for Grade 1 physical education follow.

Within Catholic schools, some of the values integrated into the Physical Education program include recognizing the dignity of each person as evident in their unique gifts and talents, community building, cooperation and shared responsibility, respect and care for the body.

By the end of Grade 1, students will:

General Outcome A

Activity

- acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Basic Skills

- perform locomotor skills through a variety of activities
- perform nonlocomotor skills through a variety of activities
- demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others

Application of Basic Skills

- demonstrate the basic skills in a variety of environments; e.g., tarmac activities
- perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music

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- demonstrate body awareness when performing dance activities
- demonstrate body and space awareness when performing space awareness games
- demonstrate an understanding of basic rules and fair play of simple games
- demonstrate the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships
- demonstrate the basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., skipping ropes

By the end of Grade 1, students will:

General Outcome B

- understand, experience and appreciate the health benefits that result from physical activity.

Functional Fitness
- identify healthy nutritional habits
- demonstrate ways to improve personal growth in physical abilities
- experience and improve continued frequency of involvement in cardio-respiratory activities

Body Image
- recognize personal abilities while participating in physical activity

Well-being
- describe how physical activity makes you feel
- recognize the changes that take place in the body during physical activity
- understand the connections between physical activity and emotional well-being; e.g., feels good

By the end of Grade 1, students will:

General Outcome C

- interact positively with others.

Communication
- develop and demonstrate respectful communication skills appropriate to context

Fair Play
- identify and demonstrate etiquette and fair play

Leadership
- identify different roles in a variety of physical activities

Teamwork
- display a willingness to play cooperatively with others in large and small groups

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By the end of Grade 1, students will:

General Outcome D

- assume responsibility to lead an active way of life.

Effort
- show a willingness to participate regularly in short periods of activity with frequent rest intervals
- demonstrate effort while participating in various activities

Safety
- show a willingness to listen to directions and simple explanations
- participate in safe warm-up and cool-down activities
- move safely and sensitively through all environments; e.g., space awareness activities

Goal Setting/Personal Challenge
- participate in a class activity with a group goal; e.g., walk a predetermined distance
- try a challenging movement experience based on personal abilities

Active Living in the Community
- identify and experience safe places to play in the community
- make decisions to be active

Consideration for exemptions from participation in physical education is given for medical conditions, when accompanied by medical certification from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from a parent to the principal and where access to facilities is prohibitive. When exemption is granted, activities consistent with the outcomes of the specific dimension should be substituted where appropriate.

Health

BODY & MIND AWARENESS

Health education fosters the growth of knowledge, skills, attitudes and lifelong behaviours that will enable the student to assume responsibility for healthful living and personal well-being. The curriculum is organized around themes: self-awareness and acceptance, relating to others, life careers, and body knowledge and care.

In a Catholic school, these themes are taught within the context of the teachings of the Catholic Church. The local boards of many Catholic school districts have approved supplementary resources and adapted the curriculum to better meet the needs of their students, their families and their faith communities.

The child abuse prevention unit is an optional part of the health program. If this unit is offered in the school, parents decide if their child will participate.

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Self-awareness and Acceptance

Students learn to consider and appreciate their self-worth and the self-worth of others. They learn about human emotions and positive ways of expressing them. They also learn about personal characteristics and how their personal actions and decisions influence their relationships with others.

By the end of Grade 1, students are expected to:

- learn that all people have many kinds of feelings
- recognize the need of others for privacy
- learn the benefits of sharing.

Relating to Others

Students learn to appreciate the qualities of others. They learn how to develop and maintain healthful relationships, and they understand the importance of healthful relationships with others at school.

By the end of Grade 1, students are expected to:

- recognize that the rights and property of others need to be respected
- develop a special awareness and concern for classmates.

Life Careers

Students learn to recognize their abilities and the abilities of others, and to understand the importance of work, occupations associated with work, and activities that help them prepare for work.

By the end of Grade 1, students are expected to:

- recognize personal interests and how they resemble or differ from others
- recognize that a number of occupations are necessary to maintain homes, schools and communities.

Body Knowledge and Care

Students understand the structure, function and development of the body, and appreciate the importance of good nutrition to good health. As well, students appreciate factors that contribute to healthful growth, understand how sickness and disease can be prevented, understand safety practices, and appreciate threats and aids to personal health and safety in their community.

By the end of Grade 1, students are expected to:

- understand the functions of teeth, gums, saliva, tongue and lips
- classify food into food groups
- understand the importance of good posture
- identify hazardous product symbols
- identify and describe community personnel and agencies for safety.

Child Abuse Prevention (Optional)

School board approval is required for the offering of this unit.

By the end of Grade 1, students are expected to:

- identify people who could help in abuse situations.

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Fine Arts

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the fine arts curriculum can be used to understand the religious dimensions of art, liturgy, music and history. They are also used directly to enhance the religious and spiritual culture of the school, and to celebrate the various liturgical feasts of the year.

Art

In the art program, students are expected to learn visual arts skills and concepts to interpret and communicate with visual symbols, to appreciate the cultural aspects of art, and to relate art to everyday life. The art curriculum has four major components:

reflection – responding to visual forms in nature and designed objects

depiction – developing imagery based on observations of the visual world

composition – organizing images and their qualities in the creation of works of art

expression – using art materials to make a meaningful statement.

Students are expected to:

- notice that objects have common features
- assess the use or function of objects
- develop decorative styles
- represent surface qualities of objects and forms
- add finishing touches to their creations
- decorate items they create
- use media and techniques with an emphasis on exploring and applying methods in drawing, painting, print making, sculpture, fabric arts, photography and computer graphics.

Drama

Drama is an optional program designed to be used as a separate subject or integrated with other subjects. In the drama program, students are expected to develop a positive self-concept by assuming other roles and acquiring dramatic skills. Eleven forms of dramatic expression are common components of an elementary drama program. The dramatic forms of expression include dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric drama, readers' theatre, story theatre, playmaking and group drama.

Students are expected to:

- develop flexible, free and controlled movement
- learn to express themselves physically and imaginatively through movement and gesture
- recognize and reproduce the sounds of standard speech
- learn about pitch, pace, pause, rate, intensity and volume
- accept role playing as a positive learning experience
- apply dramatization skills to puppetry by creating a character for a puppet
- speak with energy

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- speak with an appreciation of the voice as an instrument
- develop appreciation for enjoyment of literature
- develop the ability to originate a dramatic story
- cooperatively build a drama to solve problems.

Music

In the music program, students are expected to develop an enjoyment of music, an understanding of a variety of music styles and an insight into music through meaningful musical activities, such as attending a concert or playing a musical instrument. The music program is developed around the concepts of rhythm, melody, harmony, form and expression. These concepts are learned through participating in six skill areas: listening, moving, singing, playing instruments, reading and writing, and creating.

By the end of Grade 1, students are expected to:

- distinguish environmental sounds (school, home, weather, animals, machines)
- be an attentive member of the audience
- follow a story told by music
- mime animals, machines and other sounds
- perform simple action songs and singing games
- respond to beat through action and simple body percussion, such as clapping
- respond to tone matching and echo games
- experience singing alone and in a group
- sing accurately in unison
- play a steady beat, using rhythm instruments
- echo rhythm patterns
- play rhythm instruments
- echo, clap and chant written rhythm patterns
- respond to simple instrumental scores on large charts
- build "so-mi-la" patterns on a simple staff
- use suitable sound effects for poems and songs
- use instruments to create high–low, loud–soft, slow–fast, short–long, up and down sounds
- create singing "conversation" (tone matching).

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Language Programs and Courses Other Than English

French Immersion

In Alberta, many students have the opportunity to study in a French immersion program. This program, designed for non-French speaking students, offers students an effective way to become functionally fluent in French while achieving all of the objectives of the regular program of studies. Graduates from French immersion programs achieve a level of fluency in the target language that allows them to pursue their post-secondary studies in French or to accept employment in a workplace where French is the main language of communication.

Although there are many delivery models present in Alberta schools, the most common model offered is referred to as early immersion. In this delivery model, students begin their immersion experience in Kindergarten and continue on in the program to Grade 12. There are also French immersion programs with other entry points; the most popular of these being late immersion, where the entry point is typically in Grade 7. As can be expected, the French language proficiency achieved by students is in large part determined by the exposure to the target language. Regardless of the model (early or late French immersion), students in these programs generally achieve excellent results on Alberta's achievement and diploma testing programs, including English Language Arts. Learning the French language is an integral part of the immersion experience and must take place in all subject areas taught in French.

Any course, for example, mathematics, science, social studies, offered in the French language has as its basis a French version of the English program of studies. It is identical or comparable, except for Grade 1 to Grade 3 social studies, to the one used in the English program. However, a program of studies specific to French immersion students was developed for the learning/teaching of French Language Arts. Some of the main French Language Arts learning outcomes are presented below.

French Language Arts

In Division 1, the French Language Arts program places an emphasis on the development of oral language, allowing students to actively participate in classroom activities. Once students have acquired a basic set of French oral skills, they will be better prepared to learn to read. Words, rather than being a combination of letters and syllables, will have meaning. In addition to developing their oral and reading competencies, students will continue to enrich their vocabulary in French and go on to learn sentence patterns with which they will convey messages in a written form.

As students progress from one grade to the next, they use their language skills learned through listening, reading, speaking, interacting with others, and writing to reinforce and increase their knowledge of the language and language skills. Opportunities are provided for students to use their skills in a variety of contexts.

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The French Language Arts program identifies a series of tasks to be performed at each grade level. From grades 1 to 3, students will be involved in activities that allow them to explore all aspects of their daily life as well as their imaginary world.

By the end of Grade 1, students are expected to select and effectively use the following strategies.

Listening

Students are expected to:

- listen to experiences and feelings shared by others
- connect related ideas and information
- respond appropriately to oral directives to accomplish a task
- listen to songs
- retell or represent stories.

To achieve these tasks, students are expected to:

- pay attention to the speaker
- use clues, such as intonation, volume and body language to construct meaning
- predict the content, using clues such as title, topic, subject area.

Reading

The reading material selected should be of some interest to students and provide them with an opportunity to increase their reading abilities. Information should be concrete and related to their past experiences and prior knowledge. Reading material should also contain information with which students are familiar.

Students are expected to:

- identify the main idea or topic of simple narrative and expository texts
- identify repetition, rhymes and rhythm used to create effects
- retell stories
- fill in the introduction, middle and conclusion of stories.

To achieve these tasks, students are expected to:

- predict and confirm meaning, using knowledge of print, pictures, book covers and title pages
- identify by sight some familiar words
- break words into syllables
- make predictable associations with illustrations or words coming before and after the unfamiliar words.

Note: These basic reading strategies are developed throughout Division 1.

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Speaking

Students are expected to:

- participate in activities that allow them to express themselves spontaneously in small group discussions and problem-solving activities
- convey meaningful information, and use appropriate vocabulary and basic sentences.

To achieve these tasks, students are expected to:

- participate in brainstorming on a specific topic
- participate, actively, in group activities.

Note: Students should also be encouraged to share their experiences, what they have learned through their reading and what they have imagined with familiar audiences.

Writing

Students are expected to be able to:

- write on familiar topics, using sentence patterns provided by the teacher
- write short stories repeating sentence patterns
- write a few sentences to present a story ending.

To achieve these tasks, students are expected to:

- participate in brainstorming on a specific topic
- choose appropriate words
- write complete sentences beginning with a capital and ending with a period
- spell frequently used words correctly
- revise their writing with teacher guidance.

Should this program be of interest to you, contact your school jurisdiction to explore local program offerings. A wealth of information is also available in the publication entitled *Yes, You Can Help! A Guide for French Immersion Parents* available for purchase from the Learning Resources Distributing Centre. Additional information is also available from the French Language Services Branch and from Canadian Parents for French (CPF) at 403–262–5187, Calgary.

French as a Second Language

In Alberta, French as a Second Language (FSL) is a program in which the French language is taught as a subject, often between 20 and 40 minutes a day, to help students develop communication skills, language knowledge and cultural awareness in French.

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Depending upon a school board's language policy, French as a Second Language in elementary schools may be offered as an optional program or it may be a compulsory program. School boards may begin the program at different grade levels, since the program is based on developing language proficiency over a grade or grades without being grade specific. Many schools start the elementary program in Grade 4.

The program is designed to teach students how to understand what they hear and read in French, and to communicate their ideas orally and in written form, using an approach that is based on real-life experiences and situations. Students will also acquire knowledge about local, provincial and national francophone groups to become more aware of their presence and to better understand them. Students learn the French language vocabulary and grammar through thematic activities and projects that are related to real-life language experiences. At the same time, students are taught specific language learning strategies that will help them become better second language learners.

The program is organized into three language proficiency levels—Beginning, Intermediate and Advanced. Each of these proficiency levels is then further divided into three sublevels. In elementary schools, students start at the Beginning Level and progress through the Beginning 1, Beginning 2 and Beginning 3 sublevels. It could take students one or more school years to reach a particular language proficiency level, depending upon when the students start the program and how much time is given to French instruction in the school.

The language content is based upon the concrete experiences of elementary students. These experiences provide a real-life context for understanding ideas in French and for communicating similar ideas. Each level has its own set of experiences that fall into the following areas:

Beginning 1

- School
- People Around Us
- Weather
- Animals
- Holidays and Celebrations

Beginning 2

- Community
- Clothing
- Exercise
- Food
- Housing

Beginning 3

- Activities
- Vacations
- Fine Arts
- Trades and Professions
- Hygiene and Safety

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As students work through these experiences, they develop their ability to understand and communicate in French. At the end of each level, the students must demonstrate the following knowledge and skills:

Beginning 1	Beginning 2	Beginning 3
The ability to understand simple ideas contained in listening texts, such as the temperature in a weather forecast. The ability to talk about concrete ideas, using simple sentences to identify, list or describe people, places or things, and to ask simple questions. For example, students could talk about their family by naming the members of the family, giving their ages and birthdays.	The ability to understand simple ideas contained in listening texts, such as understanding directions to the corner store, and to understand simple reading texts, such as understanding the main food items on a menu. The ability to talk and write about concrete ideas, using simple sentences to identify, list or describe people, places or things, and to ask simple questions. For example, students could provide their address, telephone number and order pizza over the telephone. They could also write a simple note to describe their house to a pen pal.	The ability to understand simple ideas contained in listening texts, such as a recorded message of flight departure times, and to understand simple reading texts, such as the safety rules on a safety week poster. The ability to talk and write about concrete ideas, using a number of simple sentences to identify, list or describe people, places or things, ask simple questions, give information and simple advice. For example, students could telephone a travel agency to ask for prices for different travel destinations. They could also write a simple announcement for the school's Night of Music concert to promote it in the community.

Once students have attained a Beginning Level 3 language proficiency, they then move into the next proficiency level, which is Intermediate Level 4.

Parent Document

The booklet *French as a Second Language (FSL) Program: A Guide for Parents* provides an overview of the Alberta FSL program. You may find this booklet particularly useful if you are considering FSL for a young child, helping an older child choose courses, or looking for ways to support your child in the FSL program. The booklet is available for purchase from the Learning Resources Distributing Centre and is also available for viewing and downloading from the Alberta Learning web site.

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Native Languages

Blackfoot and Cree language and culture programs are designed to enable students to learn Native languages and to increase awareness of Native cultures.

Students are expected to:

- learn basic communication skills in Blackfoot or Cree
- develop cultural sensitivity and enhance personal development
- develop originality and creativity
- develop a desire to improve their competency in Blackfoot or Cree.

Ukrainian Bilingual/ Ukrainian Language Arts

The Ukrainian bilingual program is designed for native speakers of Ukrainian and for students who speak other languages and wish to learn Ukrainian. Ukrainian Language Arts is offered as part of the Ukrainian bilingual program and is designed for native speakers of Ukrainian and for students who speak other languages and wish to learn Ukrainian. The bilingual program begins in Kindergarten and goes through to Grade 12.

Students are expected to:

- obtain information from others and from simple reference materials
- present information of personal interest in the classroom
- share personal opinions, ideas and feelings
- respond personally to literature of interest to children
- use literature and other art forms to reflect creatively upon personal experience.

Students are also expected to:

- express thoughts, orally and in writing, using accurate, simple sentences
- use correct word forms and word order to formulate simple messages of personal interest
- recognize and be sensitive to characteristic cultural features
- recognize the elements of the lifestyle of Ukrainians in their immediate environment and experience
- acquire concepts and develop learning strategies in subjects taught in Ukrainian.

In a Catholic school, both within the Religious Education Program and along with the study of the Ukrainian language, many aspects of the life and faith of the Ukrainian Catholic Church are studied and celebrated.

Other Language Programs and Courses

Locally developed language courses are available for Arabic, German, Hebrew, Italian, Mandarin and Polish. Contact your school board office for information about which language programs it offers.

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